

## Get Active with Games

This workshop focuses on providing teachers with skills and teaching strategies required to increase students moderate to vigorous physical activity levels. Teachers will learn how to implement multiple small team games, used to develop specific skill and/or game concepts. It will also explore ways that physical activity or games can be played using minimal equipment or in confined spaces.

## Get Active with Games

### Focus (Overview):

This workshop focuses on providing teachers with skills and teaching strategies required to increase students moderate to vigorous physical activity levels. Teachers will learn how to implement multiple small team games, used to develop specific skill and/or game concepts. It will also explore ways that physical activity or games can be played using minimal equipment or in confined spaces.

## Catching Circuit

### Strand/s:

- Movement Skill & Performance
- Healthy, Safe & Active Lifestyles

### PDHPE Syllabus Outcomes:

#### Stage 1:

**PD1-4** - performs movement skills in a variety of sequences and situations **PD2-5** - applies strategies to solve movement challenges

**PD1-5** - proposes a range of alternatives to solve movement challenges through participation in a range of activities

**PD1-8** - participates in a range of opportunities that promote physical activity

**PD1-10** - describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

### Key Inquiry Questions (KIQ):

#### Stage 1:

1. What are the different ways we can move our body?
2. How can we move and improve our involvement in physical activity?
3. How can we participate safely and fairly during physical activity?
4. How can I act to help make my environments healthy, safe and active?

## Content:

**Movement Skill & Performance**

Stage 1:

**KIQ1: What are the different ways we can move our body?****Demonstrate movement skills and movement sequences in a variety of contexts, for example:**

- perform locomotor skills using different body parts to travel in different directions, eg walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling **M** 🏃🏃🏃

**KIQ2: How can we move and improve our involvement in physical activity?****Propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMP031)**

- select and implement different movement skills and concepts to be successful in a game and/or physical activity **S M** 🏆🏆🏆
- use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching **M** 🏆🏆
- identify appropriate strategies and/or tactics to influence achievement in games and physical activities **S M** 🏆
- compare different types of movements and identify which ones are easier and harder, eg locomotor, non-locomotor and object control skills **S M** 🏆
- persist with more difficult movements in a range of physical activities regardless of success **S M** 🏆
- predict possible outcomes of alternative actions and decide which is likely to be the most effective **S M** 🏆🏆
- reflect on performance and identify and demonstrate ways to perform a skill more successfully **S M** 🏆🏆
- seek and respond to feedback from peers or teachers on their performance **S I M** 🏆🏆

**KIQ3: How can we participate safely and fairly during physical activity?****Identify rules and fair play when participating in physical activities, for example: (ACPMP032)**

- explain why rules are needed in games and physical activities **I M** 🏆🏆
- demonstrate turn-taking and safe sharing equipment when participating in physical activities and minor games **I M** 🏆
- explain how rules contribute to personal safety and fair play and apply them in group activities **I M** 🏆🏆
- communicate how and when they and others demonstrate safety and fair play **I M** 🏆  
🏆

**Content:**

**Healthy, Safe & Active Lifestyles**

Stage 1:

**KIQ4**

**Practise strategies they can use to support their own and others' health, safety and wellbeing, for example: (ACPMP030)**

- develop respectful relationships with peers and other people through interaction and cooperation in organised group activities **M** 🏆
- use positive communication to encourage others and express appreciation when others give help **I** 🙌 🏆
- develop and demonstrate inclusive strategies to work cooperatively in games and physical activities **I M** 🏆 🏆

**Explore actions and opportunities to promote and celebrate healthy, safe and active living, for example:**

- participate in new and unfamiliar physical activities to develop fitness and health **M** 🏆 🏆 🏆
- describe how being fair, respectful and inclusive during activities contributes to their own and others' health, safety and wellbeing **I** 🏆 🏆 🏆
- explore the benefits of regular physical activity to health and wellbeing **M** 🏆 🏆

**Suggested Links to other Key Learning Areas:**

- **English** – opportunities for procedure and recount text types.
- **Mathematics** – estimating/tallying/counting passes and catches. Shape and perimeter of activity boundary/ies.

**Success Criteria:**

- Focuses on the ball/object throughout the catch.
- Practice the skill catch using a variety of different size and shaped balls/objects.
- Engages in a range of planned activities, e.g. FMS/catching.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p><b>Warm Up – Animal Movements</b></p> <ul style="list-style-type: none"> <li>▪ Teacher rolls the big dice with animals on the faces.</li> <li>▪ Students have to move around the space acting out that animal.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>▪ Cones to mark area.</li> <li>▪ Animal dice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Once students understand that concept they could be chosen to roll the dice.</li> <li>▪ On the sound of the whistle students have to freeze.</li> </ul>
<p><b>Station 1:</b> Individual Catching</p> <ul style="list-style-type: none"> <li>▪ Students choose from a variety of balls and develop a catching routine.</li> </ul> <p><b>Station 2:</b> Partner passing and catching:</p> <ul style="list-style-type: none"> <li>▪ Students choose from a variety of balls and pass to each other.</li> <li>▪ After 4 passes students must run to a point identified by the teacher.</li> </ul> <p><b>Station 3:</b> Egg-ball</p> <ul style="list-style-type: none"> <li>▪ Students are evenly spaced in a straight line between 2 hoops.</li> <li>▪ The aim is to pass all of the objects (eggs) from the first hoop to the last hoop without dropping them.</li> <li>▪ Try to complete as many times within the time period. Students cannot move with the eggs.</li> </ul> <p><b>Station 4:</b></p> <ul style="list-style-type: none"> <li>▪ This station will have two groups involved in the activity.</li> <li>▪ One group will be on the perimeter and the other in the middle.</li> <li>▪ Students in the middle pass the ball to a student on the perimeter and then they move into the middle and</li> </ul>	<p><b>Equipment:</b></p> <p><b>Station 1:</b> cones to mark perimeter. A range of different size, shape and textured balls minimum of one ball per student.</p> <p><b>Station 2:</b> cones to mark perimeter. A range of different size, shape and textured balls minimum of one ball per pair.</p> <p><b>Station 3:</b> 2 hoops per station, Minimum of 4 balls/objects per station.</p> <p><b>Station 4:</b> cones to mark perimeter, a range of different size, shape and textured balls minimum of one ball per pair.</p> <p><b>Set Up:</b> Groups of 4- 6. Set up two stations for station 1, 2 and 3 and one station for station 4.</p> <p><b>Time:</b> 2 minutes per station – allow around 10 seconds for</p>	<p><b>Catch Components:</b></p> <ol style="list-style-type: none"> <li>1. <b>Eyes focused on the object throughout the catch.</b></li> <li>2. Feet move to place the body in line with the object.</li> <li>3. <b>Hands move to meet the object.</b></li> <li>4. Hands and fingers relaxed and slightly cupped to catch the object.</li> <li>5. Catches and controls the object with hands only (well-timed closure).</li> <li>6. Elbows bend to absorb the force of the object. (Introductory components marked in bold)</li> </ol> <ul style="list-style-type: none"> <li>▪ This circuit can be completed with no prior knowledge or as a conclusion to a unit of work on the catch.</li> <li>▪ Option for circuits include a wheel of fitness and have student spin the wheel while rotating which identifies an activity for the group to complete.</li> </ul>

the student in the middle moves to the perimeter.	groups to transition between stations.	
<ul style="list-style-type: none"> <li>Student in the middle finds another student to pass the ball to.</li> </ul> <p>Aim is to get as many passes as you can within the time period.</p>		

<b>Assessment:</b>
<ul style="list-style-type: none"> <li>Get skill get active observation checklist.</li> <li>Use one of the stations as an observation/videoing station.</li> <li>Can use injured/non-participating students to video.</li> <li>Peer feedback.</li> </ul>

<b>How can this activity be differentiated? (Ideas for inclusion)</b>
<ul style="list-style-type: none"> <li>For visual learner play the Get Skilled Get Active video on the catch prior to the lesson.</li> <li>Allowing choice will allow students to challenge themselves at their level.</li> <li>Movement of boundaries and changes to rules of activities/games.</li> </ul>

<b>How can this activity be adapted to:</b>	
<b>Early Stage 1</b>	<ul style="list-style-type: none"> <li>Change the types of balls used, also consider beach balls and balloons.</li> <li>Change station 4 to a game of egg ball.</li> </ul>
<b>Stage 1</b>	
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>Have a larger variety of balls available to suit skill levels. Examples could include golf balls, ping pong balls, footballs, basketballs, beach balls etc.</li> <li>Change the middle game to pass tag.</li> </ul>
<b>Stage 3</b>	
<b>Other Considerations:</b>	
<ul style="list-style-type: none"> <li><b>Safety</b> – ensure circuit stations are suitable distance apart from each other. Ensure whistle signals are established to ensure students know when to stop.</li> <li><b>Girls and Boys</b> – Can separate into girls and boys circuits if suits your classroom dynamic.</li> <li><b>Students Learning English as a Second Language</b> – Visual cards of what activities look like maybe necessary.</li> <li><b>Students in Isolated Areas</b> – multi-staging - circuits such as this are great as they don't require many students and a lot of the practice is completed individually or in small groups.</li> </ul>	

### Links to Technology:

- Can create videos of the station for future activities.
- Apps such as team-shake can assist in randomising groups.

### Supporting Teacher Resources:

- Get Skilled Get Active.
- Fundamental Movement Skills in Action.

## Newcomb Ball

### Strand/s:

- Movement Skill & Performance

### PDHPE Syllabus Outcomes:

Stage 2:

- PD2-4** - performs and refines movement skills in a variety of sequences and situations ALS1.6 – Participates in physical activity, recognising that it can be both enjoyable and important for health.
- PD2-5** - applies strategies to solve movement challenges
- PD2-10** - demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

### Key Inquiry Questions (KIQ):

Stage 2:

1. How can we move our bodies to perform skills in different ways?
2. How can we demonstrate our understanding of movement to solve challenges?
3. How can we include others in physical activity?

### Content:

#### Movement Skill & Performance

Stage 2:

**KIQ1: How can we move our bodies to perform skills in different ways?**

**Perform and refine movement skills in a variety of movement sequences and contexts, for example:**






- perform activities where locomotor and stability skills are combined to complete a movement sequence, activity or game, eg swerving, sidestepping, running, dodging, skipping **M** 🏃
- explore and practise different techniques to propel objects towards a target, eg throwing, target games **M** 🏹
- demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained using the body and objects **M** 🏃 🏹
- participate and use equipment in a variety of games and modified sports **M** 🏃
- adapt movement skills to improve accuracy and control in a variety of contexts **M** 🏃

**KIQ2: How can we demonstrate our understanding of movement to solve challenges?**

**Pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example:**



- apply movement skills and respond to feedback to solve movement challenges **S M** 🏃 🏹
- pose questions to others as a strategy for solving movement challenges **S I M** 🏃 🏹 🗣️
- test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games **S M** 🏃







- draw on and apply prior knowledge, feedback and skills to solve movement challenges **S M** 
- identify how to modify plans within a game to achieve success **S M** 
- participate in physical activities which require problem-solving and persistence to achieve a goal **S M**  
- use problem-solving strategies to identify ways to make environments safer **S M** 

**KIQ3: How can we include others in physical activity?**

**Adopt inclusive practices when participating in physical activities, for example: (ACPMP048)**

- modify physical activities to ensure that everyone is included, eg changing equipment, rules or playing space **S I M** 
- identify situations where it is appropriate to adopt a role and take on responsibilities to solve movement challenges **I M** 

**Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities, for example: (ACPMP050)**

- contribute to fair decision-making in physical activities by applying the rules safely and appropriately **S I M**  
- recognise fairness and inclusion in a game situation, and propose strategies to promote these actions **S I M**  

**Suggested Links to other Key Learning Areas:**

- **English** – Discussion/negotiation of rules for participation, conducting surveys.
- **Mathematics** – measuring and marking out courts.

**Success Criteria:**

- Students demonstrate a range of skills in modified games.
- Students demonstrate cooperation, teamwork and encouragement in games.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p><b>Warm Up – Knee Boxing</b></p> <ul style="list-style-type: none"> <li>▪ Students face each other.</li> <li>▪ The aim is to try and touch your partner’s knees without them touching your knees.</li> <li>▪ After 30 seconds the whistle will blow and students run to a point where the teacher says and find a new partner.</li> <li>▪ Repeat 2-3 times.</li> </ul>	<p><b>Equipment:</b> cones to mark out game zone</p> <p><b>Set up:</b></p> <ul style="list-style-type: none"> <li>▪ Students are organised in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure suitable distance between pairs.</li> <li>▪ Demonstrate what is an appropriate knee touch.</li> </ul>
<p><b>Warm Up – Knee Boxing</b></p> <ul style="list-style-type: none"> <li>▪ Students face each other.</li> <li>▪ The aim is to try and touch your partner’s knees without them touching your knees.</li> <li>▪ After 30 seconds the whistle will blow and students run to a point where the teacher says and find a new partner.</li> <li>▪ Repeat 2-3 times.</li> </ul>	<p><b>Equipment:</b> cones to mark out game zone</p> <p><b>Set up:</b></p> <ul style="list-style-type: none"> <li>▪ Students are organised in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure suitable distance between pairs.</li> <li>▪ Demonstrate what is an appropriate knee touch.</li> </ul>
<p><b>Game</b></p> <ul style="list-style-type: none"> <li>▪ Students throw the ball over the net and the other team attempts to catch the ball.</li> <li>▪ If the ball hits the ground untouched the throwing team gets a point.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>▪ one ball per game.</li> <li>▪ at least one net.</li> <li>▪ Cones to mark game zones and nets.</li> </ul> <p><b>Set up:</b></p> <ul style="list-style-type: none"> <li>▪ Three games will be set up with at least one net.</li> <li>▪ Court size can vary. depending on lesson aim ideally 10x10m.</li> <li>▪ The class will be broken into teams of 4-6.</li> </ul>	<ul style="list-style-type: none"> <li>▪ If only one net is available set two lines of cones up, which will be used as a net.</li> <li>▪ Fitness fusion – every time students throw the ball (to a teammate or over the net) they are required to run to a certain point designated by the teacher.</li> </ul>

### Assessment:

- Teacher observation and questioning would be the primary forms of assessment.
- Skills checklist to build a student skills profile.
- Students creating other activities that incorporate selected skills.

### How can this activity be differentiated? (Ideas for inclusion)

- Consider changing the equipment, court size and/or rules to suit students.
- Oral prompts.
- Reduce or increase number of actions/skills.

### How can this activity be adapted to:

Early Stage 1	<ul style="list-style-type: none"> <li>▪ Change the ball e.g. beach ball.</li> <li>▪ Practice in pairs.</li> </ul>
Stage 1	<ul style="list-style-type: none"> <li>▪ Decrease the size of the court.</li> <li>▪ Change the ball.</li> <li>▪ Modify the rules.</li> </ul>
Stage 2	
Stage 3	<ul style="list-style-type: none"> <li>▪ Increase the size of the court.</li> <li>▪ Can evolve to include elements of volleyball e.g. serve.</li> <li>▪ Students create other similar games.</li> </ul>

### Other Considerations:

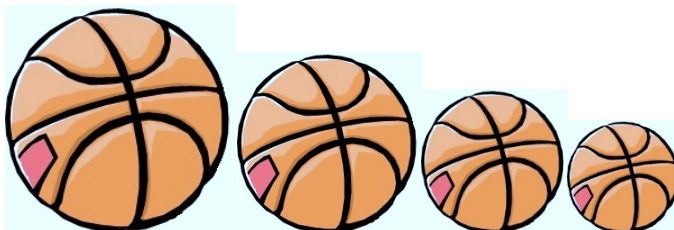
- **Safety** – Ensure whistle signals are established to ensure students know when to stop.
- **Girls and Boys** – Can separate into girls and boys games if suits your classroom dynamic.
- **Students Learning English as a Second Language** – Visual cards maybe necessary of what the activities look like.
- **Gifted and Talented students** – Allowing groups to design a rule for their game.
- **Students in Isolated Areas** – Small sided games such as this are great as they don't require the numbers.

### Links to Technology:

- Apps such as 'teamshake' can assist in randomising groups.

### Supporting Teacher Resources:

- Get Skilled Get Active.
- Fundamental Movement Skills in Action.
- Playing for life.



## Endball Tabloid

### Strand/s:

- Movement Skill & Performance

### PDHPE Syllabus Outcomes:

#### Stage 3

**PD3-4** - adapts movement skills in a variety of physical activity contexts

**PD3-5** - proposes, applies and assesses solutions to movement challenges

**PD3-10** - selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

### Key Inquiry Questions (KIQ):

#### Stage 3

1. How can we adapt and perform movement skills in different situations?
2. How can we use strategies and tactics to create solutions to movement challenges?
3. How can we work with others to build positive relationships during physical activity?

### Content:

#### Movement Skill & Performance

##### Stage 3

**KIQ1: How can we adapt and perform movement skills in different situations?**

**Perform and refine movement skills to a variety of situations, for example:**

- vary locomotor movement patterns to cater for variations in movement, eg defensive/offensive game skills **M** ⚙️
- adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control **M** ⚙️

**Practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061)**

- apply locomotor and stability skills to create deception in different movement situations, eg dodging, faking a pass, field/court positioning **M** ⚙️
- refine object-control skills to perform specialised movement patterns related to a variety of games and sports, eg shoulder pass, chest pass **M** ⚙️
- apply throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
- design a sequence of passes between teammates to maintain possession or move a piece of equipment from one point to another **M** ⚙️ 🏀 🏈 🏐
- perform physical activities that involve a transition from one skill to another, eg from running and passing **M** ⚙️ 🏀 🏈 🏐
- 

**Manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMP065)**

- demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch **M** 🏀

- appraise the quality of movement in order to modify and improve performance **M** 🌀

**KIQ2: How can we use strategies and tactics to create solutions to movement challenges?**

**Apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMP068)**

- recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective **S M** 🌀 🌀
- apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games **S M** 🌀 🌀
- demonstrate defensive and offensive play in modified games **M** 🌀
- implement tactics which account for their own strengths and the strengths of others in group and team activities **S M** 🌀 🌀
- explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports **S I M** 🌀 🌀 🌀

**KIQ3: How can we work with others to build positive relationships during physical activity?**

**Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities, for example: (ACPMP067)**

- understand and perform different roles and responsibilities in physical activities that promote enjoyment, safety and/or positive outcomes for participants **I M** 🌀 🌀
- demonstrate negotiation skills when dealing with conflicts or disagreements in movement situations **I M** 🌀 🌀
- perform in ways that enhance the contribution of self and others in a range of cooperative situations **I M** 🌀

**Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMP069)**

- propose changes to the rules and/or conditions to create more inclusive play and allow for a fairer contest **S I M** 🌀 🌀 🌀
- correctly interpret, explain and/or apply rules in games and physical activities **I M** 🌀 🌀 🌀

**Suggested Links to other Key Learning Areas:**

- **English** – sorting equipment and ideas, comparing and contrasting activities/skills.
- **Mathematics** – investigating and designing different methods of scoring.
- **Science and Technology** – students could investigate the influences of technology on games and equipment.

**Success Criteria:**

- Students demonstrate understanding of special awareness.
- Students demonstrate understanding of how game strategies change.

Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<p><b>Warm Up - Sworkit Workout</b></p>	<p><b>Equipment:</b> tablet or smartboard,</p> <ul style="list-style-type: none"> <li>▪ If being played on the Smart board ensure students are suitably spaced.</li> <li>▪ If being played on a tablet that only 4-6 students should be working with each tablet.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can be played on the Smartboard or on tablets.</li> <li>▪ If some students are struggling to see have a student leader demonstrating and describing the activities.</li> </ul>
<p><b>Plank hockey</b></p> <ul style="list-style-type: none"> <li>▪ Students in pairs.</li> <li>▪ The aim is for the students to try and get as many passes as they can in 1 minute.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>▪ 1 ball between two.</li> <li>▪ Students can decide how far they are away from each other.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Try to avoid students being 'bridges' or 'valleys'.</li> </ul>
<p><b>Endball</b></p> <ul style="list-style-type: none"> <li>▪ To score points students must pass the ball to a team member across their designated end line.</li> <li>▪ Students cannot step with the ball or bounce it.</li> <li>▪ Defenders must stand 1 metre from the student with the ball.</li> </ul>	<p><b>Equipment:</b> exercise ball, netball, Frisbee, cones to mark each game.</p> <ul style="list-style-type: none"> <li>▪ Separate games will occur in each third of the netball court or an area of similar size.</li> <li>▪ The class will be broken into teams of 4-6.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Change the type of ball for each game. For example:                             <ul style="list-style-type: none"> <li>▪ Game one – exercise ball</li> <li>▪ Game two – netball</li> <li>▪ Game three – Frisbee</li> </ul> </li> <li>▪ Teacher can question students on how their strategy changed based on the different equipment.</li> </ul> <p>Note: this can also be done for creating advantages/disadvantages in each game e.g. 2 v 3 or 2 v 4.</p>

**Assessment:**

- Teacher observation and questioning would be the primary forms of assessment.
- Students documenting their ongoing reflections about their participation and understanding of the activity/game.

**How can this activity be differentiated? (Ideas for inclusion)**

- Other equipment can be substituted for games.
- Rules, actions, and boundaries can be modified.
- Providing key vocabulary.

**How can this activity be adapted to:**

**Early Stage 1**

**Stage 1**

**Stage 2**

**Stage 3**

- Change the types of balls used. Depending on class instead of 3 games have the same game in each game.
- Change rules/boundaries.
- Limit the actions/skills.

**Other Considerations:**

- **Safety** – Ensure whistle signals are established to ensure students know when to stop.
- **Girls and Boys** – Can separate into girls and boys games if suits your classroom dynamic.
- **Students Learning English as a Second Language** – Visual cards maybe necessary of what the activities look like.
- **Gifted and Talented students** – Allowing groups to design a rule for their game.
- **Students in Isolated Areas** – Small sided games such as this are great as they don't require the numbers.

**Links to Technology:**

- Apps such as 'teamshake' can assist in randomising groups.
- Sworkit Kids Workout is an app that can be used as a warm up for students.

**Supporting Teacher Resources:**

- Get Skilled Get Active.
- Fundamental Movement Skills in Action.

Other Games Used		
Learning Experience	Organisation and Resources	Teaching Tips / Strategies
<b>Rob the Island</b>		
<ul style="list-style-type: none"> <li>▪ Hoops are spread out within the playing area.</li> <li>▪ Within each hoop are a number of bean bags or objects.</li> <li>▪ On the whistle one student per team runs to another base and takes a bean bag to bring back to their base.</li> <li>▪ Once that student is back the next one can leave.</li> <li>▪</li> <li>▪ Students are only allowed to take one bean bag.</li> </ul>	<p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>▪ 1 hoop per 3-4 students.</li> <li>▪ 3-6 bean bags or objects per hoop.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spatial awareness – stop and look before you run.</li> <li>▪ Consider the distance between hoops.</li> <li>▪ Alternate activity – include different coloured bean bags worth different values.</li> <li>▪ Fitness fusion – once students return to their base they must complete an exercise while waiting.</li> </ul>
<b>Memory Tag</b>		
<ul style="list-style-type: none"> <li>▪ In memory tag all students are taggers.</li> <li>▪ Students have to try and tag other students.</li> <li>▪ Once a student has been tagged they must do a stationary exercise until the person who tags them has been tagged.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>▪ Cones to identify boundaries</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spatial awareness is important.</li> <li>▪ Stop and look before you run.</li> </ul>



<b>Dribble Knockout</b>		
<ul style="list-style-type: none"> <li>▪ 2 – 4 game spaces are set up.</li> <li>▪ Separate students evenly within each space.</li> <li>▪ Students begin dribbling the ball.</li> <li>▪ The aim is to try and knock other student's balls out of the space.</li> <li>▪ If a student's ball gets knocked away they run to the next game and begin playing again.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>▪ Preferably each student with a ball. If not enough basketballs available can substitute other balls as long as bounce.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Younger students dribbling with their fingertips.</li> <li>▪ Older students dribble without looking at the ball.</li> <li>▪ Monitor students dribbling height.</li> </ul>
<b>In the Drink</b>		
<ul style="list-style-type: none"> <li>▪ Mark out 2 areas separated by a 2m x 2m 'no go zone' per game.</li> <li>▪ Students over arm or under arm (teachers choice) the ball over the 'no go zone' into the other teams area.</li> <li>▪ Each team can earn a point when they throw the ball into a space and the ball lands untouched in the opposition's space.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>▪ 3-4 bean bags per game.</li> <li>▪ Teams of 3-6 with 2-3 games being played.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Move between groups and provide skill specific feedback on throwing technique.</li> <li>▪ Encourage team work and good sportsmanship.</li> <li>▪ Fitness fusion – after a student throws a bean bag they must run to a point allocated by the teacher before re-joining the game.</li> <li>▪ Add mega points hoop in each team's space to creating scoring opportunities.</li> </ul>

